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ABSTRACT

This self-instructional module, one volume of a series of competency-based modules in human relations skills for occupational specialists, is designed to help the specialist develop an understanding of the importance of group dynamics in vocational development and decision making. Other modules in this set of three are Human Relations Skills in Individual Interactions for the Occupational Specialist, and Level I Human Relations Skills for the Occupational Specialist Working with Groups. The module provides a prospectus, which details objectives and explains how to use the module; a flow-chart, which illustrates the self-instructional process; a pre-assessment quiz; and a work plan in chart form. Instructional activities (reading assignments and learning activities) are listed for each of the 10 enabling elements or lessons. The enabling elements deal with the use of vocational group counseling, beginning a group, stages of group development, group leadership skills, building and maintaining a group, problem members and anti-group roles, facilitating group involvement, specialized formats and special populations, sharing the leadership function, and ethical standards for leadership. Each lesson includes a worksheet and a self-test; a post-assessment covering the entire module and a bibliography complete the booklet. (JAC)

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Level II Human Relations Skills for the Occupational Specialist
Working with Groups

COMPETENCY-BASED MODULAR SERIES

Jeanne M. Boland
Joyce M. Chick, Editor

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Level II Human Relations Skills for the Occupational Specialist
Working with Groups

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P R E F A C E

Competency-based Modular Series on Human Relations Skills for Occupational Specialists

Through grant funding by the Florida Department of Education, Division of Vocational Education, three sets of competency-based modules have been developed on Human Relations Skills for Occupational Specialists.

The need for self-instructional materials to provide competency-based training in human relations skills was identified through needs assessment research conducted by a doctoral candidate with occupational specialists in the state. Prior to the development of this modular series, no available materials in the area of human relations skills training addressed the particular needs of occupational specialists, although this type of personnel is frequently confronted with the need for human relations skills in working with students, administrators, parents, and businesspeople in the private sector. Therefore, it is anticipated that the instructional materials in this series will serve a timely need.

The modules included in this set address: (1) Human Relations Skills in Individual Interactions, (2) Level I Human Relations Skills, and (3) Level II Human Relations Skills. Each module specifically ties its skills to a vocational orientation and to the job setting of the occupational specialist.

When occupational specialists develop their abilities in the above areas, their job performance should be enhanced, and they should be better equipped to meet the needs of those whom they serve.

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P R O S P E C T U S

The occupational specialist has many opportunities to lead groups. The group format can be utilized to disseminate information and to counsel students in vocational development. Although the basic human relations skills that have been covered in earlier modules are inherent in the group format, the occupational specialist must acquire additional knowledge and skills that are necessary to lead a group effectively.

The quality of information that one presents to a group is important, but equally important may be the way in which the information is presented. Use of group-dynamics principles can help with both presenting information and allowing students to process the data received. It is important, therefore, that the occupational specialist understand reasons for using a group, principles of developing a group, functions of the group leader, processes of developing group goals, and ethical standards for group leaders.

Groups are underutilized, generally because they are not understood. The purpose of this instructional module is to assist the occupational specialist in developing an understanding of the importance of group dynamics in vocational development and in decision making.

Objectives of the Module

After having read resource materials, participated in simulated counseling sessions, and completed structured exercises, the occupational specialist will be able to achieve the following objectives:

1. State the purpose of vocational group counseling and cite five advantages of using a group format in assisting persons with their vocational development.
2. Identify important factors that must be considered in designing a group and list five possible ground rules for a group.
3. Identify the four stages of group development and list two characteristic member behaviors for each stage.
4. Explain the difference between feedback and confrontation, list five leader interventions in which a leader "blocks" member statements, and list four leadership functions.
5. Explain the difference between group-building roles and individual roles, list four group task roles, and list four group-building roles.
6. Define antigroup roles, list three antigroup roles, and list three leader behaviors that are appropriate when problem members disrupt a group.
7. Identify five types of questions that an occupational specialist might ask to facilitate group discussion, list five exercises he or she might use with the group, and explain the purpose of each exercise.
8. List two special formats for vocational groups and four considerations to note when working with handicapped students in a group setting.
9. List two advantages of coleadership, two disadvantages of coleadership, and six steps to establishing an effective coleadership relationship.

10. Define ethical standards and give five examples of ethical standards for group leaders.

Working through the Module

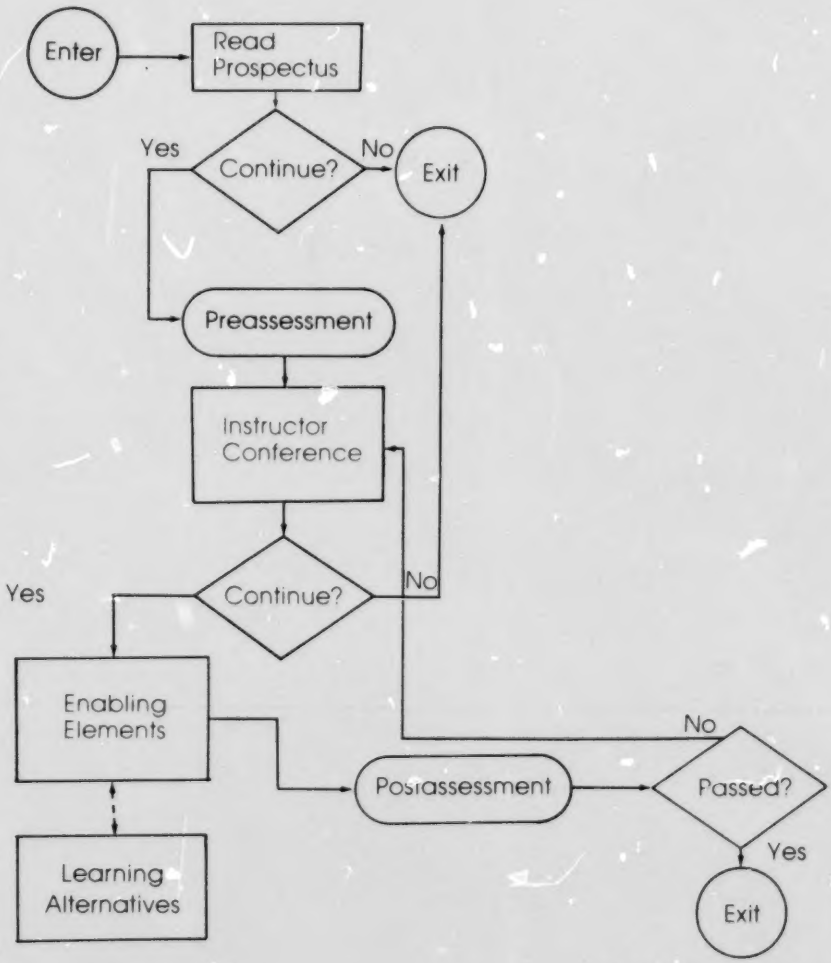
A flowchart is presented on the following page to help you progress through this module.

After you have read the Prospectus and decided to continue, you will begin by filling out the Preassessment. This test will help you select the enabling elements you need to complete. You may wish to discuss the results of your Preassessment and your choice of enabling elements with your instructor or counselor before you proceed further.
of your Preassessment and your choice of enabling elements with your instructor or counselor before you proceed further.

A module work plan is included to assist you in planning your activities in the module and to provide you with a format for remembering your ideas as you work through your selected objectives.

A Postassessment appears after the last enabling element. You should complete this form after you have accomplished all the elements that you have selected.

MODULE FLOWCHART



P R E A S S E S S M E N T

Please evaluate your knowledge of human relations skills for working with groups by circling the letter before the appropriate response for each item below. On the basis of the instructions following the answers you choose, decide on a work plan to meet your needs in completing the objectives of the module. You may wish to consult with a supervisor or instructor in constructing your work plan.

1. Can you list five advantages of vocational group counseling?
   A. Yes
   B. No (complete Enabling Element 1)
   C. Not sure (complete Self-Test 1)

2. Can you explain the leader's activities when beginning a group?
   A. Yes
   B. No (complete Enabling Element 2)
   C. Not sure (complete Self-Test 2)

3. Can you describe the four stages of group development and the characteristic member behaviors of each stage?
   A. Yes
   B. No (complete Enabling Element 3)
   C. Not sure (complete Self-Test 3)

4. Can you identify the group leader's functions and appropriate leader interventions?
   A. Yes
   B. No (complete Enabling Element 4)
   C. Not sure (complete Self-Test 4)

5. Can you list four group-building roles and four group task roles?
   A. Yes
   B. No (complete Enabling Element 5)
   C. Not sure (complete Self-Test 5)

6. Can you describe three antigroup roles and appropriate leader responses?
   A. Yes
   B. No (complete Enabling Element 6)
   C. Not sure (complete Self-Test 6)

7. Can you describe five techniques or exercises that a group leader could use to facilitate group involvement?
   A. Yes
   B. No (complete Enabling Element 7)
   C. Not sure (complete Self-Test 7)

8. Can you describe two special formats for vocational group counseling and four special considerations to note when working with handicapped persons in a group setting?
   A. Yes
   B. No (complete Enabling Element 8)
   C. Not sure (complete Self-Test 8)
9. Can you list two advantages and two disadvantages to using a coleader in a vocational counseling group?
   A. Yes
   B. No (complete Enabling Element 9)
   C. Not sure (complete Self-Test 9)
10. Can you list the ethical standards that should be followed when leading a group?
   A. Yes
   B. No (complete Enabling Element 10)
   C. Not sure (complete Self-Test 10)

M O D U L E W O R K P L A N

(to be filled out with instructor's assistance)

Enabling Elements	To Be Completed	Completed	Notes and Comments
1. State the purpose of vocational group counseling and cite five advantages of using a group format in assisting persons with their vocational development.			
2. Identify important factors that must be considered in designing a group and list five possible ground rules for a group.			
3. Identify the four stages of group development and list two characteristic member behaviors for each stage.			
4. Explain the difference between feedback and confrontation, list five leader interventions in which a leader "blocks" member statements, and list four leadership functions.			
5. Explain the difference between group-building roles and individual roles, list four group task roles, and list four group-building roles.			
6. Define antigroup roles, list three antigroup roles, and list three leader behaviors that are appropriate when problem members disrupt a group.			
7. Identify five types of questions that an occupational specialist might ask to facilitate group discussion, list five exercises he or she might use with the group, and explain the purpose of each exercise.			
8. List two special formats for vocational groups and four considerations to note when working with handicapped students in a group setting.			

MODULE WORK PLAN

(to be filled out with instructor's assistance)

Enabling Elements	To Be Completed	Completed	Notes and Comments
9. List two advantages of coleadership, two disadvantages of coleadership, and six steps to establishing an effective coleadership relationship.			
10. Define ethical standards and give five examples of ethical standards for group leaders.			

After having completed the assigned instructional activities, you will be able to state the purpose of vocational group counseling and cite five advantages of using a group format in assisting persons with their vocational development.

Instructional Activities

Complete activity 1 and one additional activity of your choice. Then take Self-Test 1. If you cannot answer the questions on the test correctly, repeat the activities and follow the instructions for additional activities until you are able to complete the element successfully.

1. Read the following section on "Why Use Vocational Group Counseling?"
2. Read: Hoffman, S. David, and Cochran, Donald. "Groups in Career Counseling." In Facilitating Career Development, edited by Robert C. Reardon and Harman D. Burck. Springfield, Ill.: Charles C. Thomas, 1975.
3. Read: Patterson, C. H. An Introduction to Counseling in the School. New York: Harper and Row, 1971.
4. What advantages would you find in using a group format when assisting students with vocational exploration and vocational decision making? What disadvantages do you see?

Why Use Vocational Group Counseling?

Vocational group counseling is primarily concerned with encouraging an individual's vocational growth through interaction with and receipt of feedback from other individuals within a group setting. In addition to being growth oriented, vocational group counseling may also be preventive or remedial—preventing problems from occurring or changing inappropriate behaviors that may hinder the development or attainment of vocational goals.

Because the occupational specialist's role primarily involves planning and implementing career education activities, the term "vocational group" will be used throughout this module; however it soon will be apparent that an individual's educational, social, emotional, and physical development are tightly intertwined with the vocational component. Because of the rapport that is established among students in the group setting, some students will also choose to express other concerns and questions in the group, and in many of these instances it may not be feasible or wise to refer these students to a guidance counselor. Hence, the focus of this module is on the development of two types of skills:

1. skills that facilitate the planning and implementation of career education activities within a group setting
2. skills that facilitate the personal, social, emotional, and vocational growth of individuals within a group

Since career development and counseling functions can be and often are conducted on an individual basis, one may logically ask "Why bother with a group?" Advantages of using the group setting are listed below:

1. The occupational specialist can observe

the behavior of students as they interact with others in a group. Many call a group a "social microcosm" because it permits individuals to exhibit all the behaviors they use in their everyday interactions with other people. Many of these behaviors are not available for observation by the occupational specialist working with students on an individual basis. Thus, the group setting yields a greater sample of behaviors than does individual counseling.

2. Through role-playing and other activities, students can practice behaviors that they wish to change or improve, such as interpersonal skills or other job-related skills.
3. The peer group has tremendous strength for adolescents and young adults. Although the occupational specialist can advise and counsel on an individual basis, change generally occurs more rapidly when the individual's peer group exerts pressure.
4. Students will also find that they can give as well as receive help. For some, it may be the first time they feel they have anything to offer other students. Thus the group can provide a setting in which students can feel like worthwhile, contributing members of society.
5. Students may also find, for the first time, that they are not alone in lacking specific information or facing specific problems. In an individual setting, the occupational specialist can allude to "others" with similar problems; however the strength of the peer group and the experience of hearing other students say, "I know what you mean," "I have wondered the same thing," or "Let me tell you how I felt," may be real sources of strength for the student. This is called "universality," a sense of "we're all in the same boat."
6. Another possible advantage, but one with many critics, is the ability of the occupational specialist to meet the needs of more students in a given period of time. The time spent preparing for the group and meeting with students as a result of the group may, in fact, not make economy of time one of the advantages. The time factor can also be a disadvantage if it is misused.

Some disadvantages that have been noted about groups are:

1. Students may feel that they are not receiving enough individual attention.
2. Students may be at different stages in their vocational development, and thus they may be impatient with discussions that they feel are not relevant to their needs.
3. A group of "problem" students may actually support each other in their inappropriate behavior. In such cases, no peer pressure to change behaviors will emerge.

The disadvantages are really just points for the occupational specialist to consider in the formation of a group. Ways to turn these disadvantages into advantages are discussed elsewhere in this module.

Self-Test 1

1. What is the purpose of vocational group counseling?

2. List at least five advantages of using a group setting to assist individuals in their vocational development.

3. List at least three disadvantages of the group setting.

ENABLING ELEMENT 2

After having completed the assigned instructional activities, you will be able to identify important factors that must be considered in designing a group and list five possible ground rules for a group.

Instructional Activities

Complete activity 1 and one additional activity of your choice. Then take Self-Test 2. If you cannot answer the questions on the test correctly, repeat the activities and follow the instructions for additional activities until you are able to complete the element successfully.

1. Read the following section on "Beginning a Group."
2. Consider the groups of students with whom you work and design a group, using the Group Development Worksheet included in this element.
3. Read: Duncan, James A. "Group Counseling with Adolescents in the School Setting." In Group Counseling and Therapy Techniques in Special Settings, edited by J. Cull and R. Hardy. Springfield, Ill.: Charles C. Thomas, 1974.
4. List additional considerations, activities, and decisions you feel would be appropriate when beginning a group.

Beginning a Group

When a new group is to be begun, the first order of business should be the definition of the group's purpose and goal. Why convene a group of students? The purpose may be to explore students' self-concepts and concepts about the world of work; the purpose may be to discuss students' feelings and values about various occupations; or the purpose may be related to assessing students' needs, interests, skills, abilities, and limitations. The purpose may be to prepare for job interviews or to relay information on specific occupations. Whatever the purpose of the group is, it must be carefully defined, since most of the other decisions the occupational specialist will make in designing the group are related to its defined purpose.

After defining the purpose, and consequently the goal, of the group, specific objectives to meet that goal should be considered. Objectives might include:

1. presenting students with four different motivations for working and then asking them to assess the attractiveness of each of the motivations
2. exploring values and deciding which values the students regard as most important in their lives
3. having students consider and describe the functions they perform best in work situations

The occupational specialist's next task is to plan activities that will help students achieve the objectives that have been targeted. The students might be asked to pair up in order to compare and contrast the functions they perform best. A specific exercise, such as "Alligator River" (Simon, et al., 1972: 290–294), or a group discussion on value clarification might be scheduled. The activities developed can represent the occupational specialist's creativity, but they should relate both to the defined purpose

and objectives of the group and to the needs of the group members.

The composition of the group—that is, the degree of homogeneity or heterogeneity among the membership—is another factor that needs to be determined by the occupational specialist. Of course, the group will already be homogeneous if all the members are students, but in specific instances, an all-male or all-female group may be preferable. In some groups, such as those exploring self-concepts, a high degree of homogeneity and cohesion may be needed, and not more than two grades (i.e., freshmen and sophomores) should ideally be working together. On the other hand, diversity may be helpful in other types of groups. A group of potential school drop-outs may simply reinforce each others' thinking and inappropriate behaviors, instead of hearing disparate views. In selecting group members, the occupational specialist must be cognizant of appropriate role models for group members and of similarities and differences that can facilitate student growth.

The occupational specialist must also determine an appropriate size for the group. If the group is largely didactic, the group size may range from fifteen to twenty. However, if the purpose of the group is to explore students' values and self-concepts, a seven- to nine-person group allows members maximum participation and benefit. Since the larger the group, the less closely involved group members will become, some students may feel they are not receiving enough individual attention in a big group.

A group may either be "open" or "closed," but a decision on this must be made at the outset. A closed group retains the same membership throughout the duration of the group, while an open group allows members to enter and exit at varying times through the life of the group. Group continuity can be a problem if new members come and go on a haphazard basis, but group purpose and content will generally dictate whether a group should be open or closed.

Also related to the purpose of the group is its planned duration. Will the group meet on a one-time basis, or will it be an on-going group that continues to meet for a quarter, semester, or academic year? In making this decision, note that a sufficient period of time should be planned to enable the group to accomplish its purpose. (The kinds of groups discussed in the rest of this module are groups with a duration of more than one meeting.) Linked with the duration of the group is the length of time scheduled for each group session and the frequency of meetings. The age of the group members, and their attention span, are important considerations in determining the length of group sessions. Class schedules may also be an important determinant of length of session and frequency of meeting. If meetings are held more frequently, they may be shorter; for example, a group that meets twice a week may have 50-minute sessions, while a once-a-week group may meet for 90 minutes. The occupational specialist should also establish a time and place for the meetings.

Appropriate "ground rules" must be determined for each group. These will vary with the group purpose, but for a vocational exploration and growth group, the following may be useful:

1. Each member is expected to discuss his

or her feelings honestly with the group.

2. Each member is expected to listen to other members when they are talking.
3. Each member is expected to maintain the confidentiality of the group. What is discussed in the group is not to be discussed outside the group.
4. Each member is expected to arrive on time. The sessions will begin and end promptly at the designated time. Attendance is also expected.
5. No member need reveal more than he or she wants to reveal. No member can be coerced, threatened, or humiliated.

As a final step before the group gets started, pregroup meetings with prospective members should be arranged. The pregroup meetings can be used to screen prospective members and inform them about the purpose of the group and what they can expect to gain from it. At this point, the occupational specialist should make sure that:

1. the student is appropriate for the group
2. the group will be appropriate for and will benefit the student

During these pregroup meetings, which should be held individually with each potential group member, the occupational specialist will want to discuss the ground rules for the group, any misconceptions the student may hold about groups, and the composition of the rest of the group.

Group Development Worksheet

Design a group that would be helpful for the students with whom you work. Answer the following questions while planning this group.

1. What is the purpose of the group?

2. What objectives do you wish to accomplish?

3. What kinds of activities will you use to accomplish your objectives?

4. Who are possible members for the group?

5. Will the group be open or closed?

6. Will the group be male, female, or mixed?

7. What will be the range of ages of the group members?

8. How many times will the group meet?

9. How often will the group meet?

10. How long will each group session last?

11. Where will the group sessions be held?

12. What day(s)/time(s) will the group meet?

13. What ground rules do you want to establish?

14. What issues should be discussed with prospective group members?

15. List the times scheduled for pregroup meetings with potential group members.

Self-Test 2

1. List at least five decisions the occupational specialist must make prior to convening a group.

2. What considerations should the occupational specialist note in determining the membership of the group?

3. Would you prefer to lead an open or closed group? Discuss the reasons for your preference.

4. Why is group confidentiality a ground rule for most groups?

5. What is the purpose of the pregroup meetings with potential group members?

ENABLING ELEMENT 3

After having completed the assigned instructional activities, you will be able to identify the four stages of group development and list two characteristic member behaviors for each stage.

Instructional Activities

Complete activity 1 and one additional activity of your choice. Then take Self-Test 3. If you cannot answer the questions on the test correctly, repeat the activities and follow the instructions for additional activities until you are able to complete the element successfully.

1. Read the following section on "What to Expect: The Stages of Group Development."
2. Complete the Statements/Thoughts Worksheet included in this element.
3. A friend comes to you and explains that he has been leading a group but is thinking about disbanding it because members appear uncooperative, don't seem to like him, and resist assigned activities. Describe how you would respond to your friend. What hypotheses might you offer relative to the behaviors that the group leader has observed?
4. Read chapter 10 in: Yalom, I. D. The Theory and Practice of Group Psychotherapy. New York: Basic Books, 1975.

What to Expect: The Stages of Group Development

After holding the pregroup meetings with prospective members, the occupational specialist should be ready to begin the group. Prior to beginning, however, it is helpful to have an overview of what to expect. Just as each individual and each group leader is unique, each group is also unique, and its own personality will evolve; however, there are certain characteristic behaviors that seem to be exhibited by members of any group. An understanding of these behaviors can assist the group leader in understanding the group process and in examining the leadership role within the group. These characteristic behaviors, which may be thought of as associated with group stages or phases, may not occur in absolute order and may at times overlap. They are far more visible when the group is closed than when it is open.

Stages, rather than session numbers, are discussed, because the purpose of the group, the characteristics of the members, the characteristics of the leader, any previous group experience, and a range of other variables can affect the length of time a group spends in any one stage. Generally a group has a:

1. beginning stage
2. conflict stage
3. working stage
4. termination stage

Although some researchers have identified additional stages of group development, the behaviors associated with additional stages actually fall within one of the stages identified above.

Beginning stage

The first stage, the beginning, en-

compasses the first meeting and one or more subsequent meetings. Characteristic behaviors of the beginning stage are: milling around, learning members' names, seeking similarities with other members, engaging in casual conversation, and sizing up one another. During the beginning stage, group members depend on the leader to provide structure, and they generally exhibit "dependent" behaviors. Group goals are discussed during the beginning stage, and a general orientation to the group occurs.

At this time, group members may question why they are present and what is expected of them. Yalom (1975) characterizes the initial stage as "in or out." Group members are determining whether the group will meet their individual needs and are seeking other individuals with similar goals. The extent to which group members know each other prior to joining the group will influence the amount of time spent in the beginning phase, but prior knowledge is not always an enhancement. Students who are in many classes together may subgroup and attempt to use the group to discuss classes, assignments, teachers, etc.

Conflict stage

The second stage is a stage of conflict. The conflict may be manifested subtly, as through an innocently asked question, "Why are we doing this exercise?" In other groups, it may be an overt attack on the leader, "I don't think you know what you're doing!" The group members may resist, avoid work, and purposely misunderstand the group goals. In questioning the established limits, group members may be setting themselves up in a leadership pecking order, which Yalom (1975) aptly describes as "top and bottom."

During this phase, group members not only resist their own self-expression, but they may also try to block attempts of other group members to discuss meaningful material. Self-disclosure on the part of some group members may be threatening to others in the group. This conflict may also be expressed by group members who belittle the group and question its relevance to their lives. As the group moves through this stage, members may begin discussing past events and feelings associated with those past events.

Working stage

The third stage of group development is the working stage. This stage consists of two subparts: cohesion and productiveness. In this stage, group members are beginning to trust each other, and group cohesion (the sense of "groupness") begins. Yalom (1975) characterizes this stage as "near and far." Members are concerned with establishing their closeness to other members and making other group members like them. They accept each other's idiosyncrasies and respond more readily to subtle cues. Members are more willing to self-disclose, express ideas, and give feedback.

As cohesion develops, however, group members may feel so good about what is occurring that they may abandon the task at hand. It is very important for the group to move beyond the "feeling good" stage, where no one wants to "rock the boat," and move into the productive phase, where group members face issues and provide negative as well as positive feedback in a constructive manner. A productive group is oriented to the task at hand, with group members confronting themselves as well as each other. Group members complete their

"homework" assignments and begin to feel ownership in the group. In this stage, group members experience the group as a meaningful part of their lives. Issues involving the "here and now" are discussed, and the group helps members achieve their individual goals.

Termination stage

The final stage of group development is the termination stage, in which group members put their new behaviors into practice. They start to focus on working through problems by themselves in preparation for when they no longer will have the group support. At this point, usually two or three sessions before the last session of a closed group, group members will begin withdrawing emotionally from the group and may use humor and lighter topics to deal with the termination phase. They will begin tapering off or opening new areas to self-disclosure and may work only half-heartedly on the task at hand. They may feel saddened that the group is terminating and may comment on how meaningful the experience has been for them. As the end of the group nears, group members will generally solicit additional feedback from other group members; for example they will ask, "Do you <u>really</u> think I can do that?" or, "What do you <u>honestly</u> think of me?"

Leadership role

Through modeling and the use of other leadership skills, the occupational specialist can facilitate the movement of the group through the various stages. These leadership skills are discussed in Enabling Element 4. Enabling Element 7 discusses the use of techniques and exercises that will help the group and individual members progress as plateaus are reached and problems are encountered.

Statements/Thoughts Worksheet

Read the following list of group member statements and thoughts. Place an A beside each statement/thought that sounds as if it would occur during the beginning stage of a group. Place a B beside statements that might appear during the conflict stage. Place a C beside statements that seem to indicate a working group and place a D beside statements that might be made during the termination stage.

___ **1.** For a group leader, you sure don't do much!
___ **2.** I hope I have something in common with the people here.
___ **3.** It is hard for me to talk about jobs; I can't imagine anyone ever hiring me.
___ **4.** My name is Janis. What is yours?
___ **5.** I really hate to see the group end. I feel so close to everyone.
___ **6.** The weather is really beautiful. I can't wait for school to end.
___ **7.** My parents want me to be some kind of big professional. They don't really care what I want for myself.
___ **8.** This group is really dumb.
___ **9.** Joe, that must have been a really hard thing for you to say to us.
___ **10.** I really don't want to talk about myself.
___ **11.** You have all helped me so much. I know I will miss the group.
___ **12.** I don't know what I want to be when I grow up, but everyone expects me to know.
___ **13.** You don't know what you are talking about!
___ **14.** Isn't the group leader supposed to tell us what to do?
___ **15.** I wonder if anyone in the group likes me?
___ **16.** I have no idea why I am here.
___ **17.** This has been a fun group—it is not what I expected, but I like it.
___ **18.** Bob, I think you are too hard on yourself.
___ **19.** Last year was really a hard year for me. Since I was a new student here, I didn't know anyone. But this year is different.
___ **20.** Mary, you say you are independent, but I see you looking to everyone else to bail you out all the time.
___ **21.** This is a fun group; I feel so good about everyone.
___ **22.** John is late again. Well, that's the way it goes.
___ **23.** Wasn't English a bore today—I wrote letters!
___ **24.** Sitting around talking about how you feel is a dumb thing to do.
25. I didn't know prestige was so important to me. I'm not sure what it means, but I am going to have to think about this.

Self-Test 3

1. List the four stages of group development.

2. List the characteristic member behaviors in the first stage.

3. List the characteristic member behaviors in the second stage.

4. List the characteristic member behaviors in the third stage.

5. List the characteristic member behaviors in the fourth stage.

ENABLING ELEMENT 4

After having completed the assigned instructional activities, you will be able to explain the difference between feedback and confrontation, list five leader interventions in which a leader "blocks" member statements, and list four leadership functions.

Instructional Activities

Complete activity 1 and one additional activity of your choice. Then take Self-Test 4. If you cannot answer the questions on the test correctly, repeat the activities and follow the instructions for additional activities until you are able to complete the element successfully.

1. Read the following section on "Group Leadership Skills."
2. Complete the Statement Classification Worksheet included in this element.
3. Read: Bates, M., and Johnson, C. Group Leadership. Denver: Love Publishing Co., 1972.
4. Make a list of the group leadership skills that you feel you have. Identify areas in which you need additional information or practice.

Group Leadership Skills

Although each occupational specialist who runs a group may possess an individual style of leadership, all leaders have four basic functions to perform, according to Bates and Johnson (1972). These functions are:

1. traffic director
2. model
3. interaction catalyst
4. communications facilitator

Although these leadership functions may be passed informally from member to member, it is the leader who ultimately is responsible for fulfilling them in order to ensure the efficacy of group members.

Traffic director

The role of traffic director involves leadership behaviors to help group members become aware of what they do to open and close communication with others. This function often requires the group leader's intervention to "block" inappropriate behaviors of group members.

One traffic-directing behavior is the blocking of inappropriate questions. Although most people are accustomed to communicating by asking questions, questions often imply judgments and do not provide information about why they are being asked. Thus, the group leader needs to block questions such as "Why do you feel that way?" or "Why did you do that?" One ground rule often imposed in groups is that no questions may be asked. Anything a group member has to say must be offered in the form of a statement. For example, instead of asking, "Why are you doing that?" the person giving the statement might say, "I could never do that." Although this initially will meet with resistance from group members, as they come to understand how questions control other people's behavior and how questions keep the attention off the person asking the question, they will become more willing to modify this mode of communication.

This is not to say that the leader must block every question that is asked. He or she should determine if the intervention will inhibit the functioning of the group or if it will serve as a model to facilitate more and better communication. With a less-verbal group, the leader would not want to discourage whatever communication is taking place, while with a highly verbal group, the leader can more easily take the risk.

Examples of how a leader might block questions are as follows:

1. John: Why do you feel that way, Paul?
Leader: John, it is difficult for Paul to respond when he has no idea what you are feeling. Please rephrase your question.
John: Paul, I could never feel that way. Power is much more important to me than money.

2. Mary: Why do you want to do that?
Leader: Please tell John why you are asking that question.
Mary: John, I feel annoyed when you talk about quitting school to get money to buy a car. I think you are just angry because your parents won't buy you a car, and now you want to punish them.

Most people view questions as "safe" and use them instead of expressing the thoughts and feelings that are behind them.

Another kind of blocking in which the occupational specialist engages is blocking gossip. Gossip can involve both talking about someone who is not present and talking about someone as though he or she were not present. It is a function of the group leader to point out and block gossip when it occurs. Examples of blocking gossip are as follows:

1. Mary: (to group) I think Joan should own up to the problems she is causing in the class.
Leader: Mary, please redirect your statement to Joan. You are speaking as though Joan were not present.
Mary: Joan, I think you should own up to the problems you are causing in the class.

2. Pete: Janis, I think you blame others for your own problems.
Don: Pete, I think Janis does, too.
Leader: Don, please direct your statement to Janis.

A third kind of blocking is blocking talk about the "there and then." It is comfortable to talk about things outside the group and about past events, so the group leader may need to intervene occasionally to encourage group members to remain in the "here and now." Talking in generalities and appealing to large-group feelings is also part of reference to the "there and then," since statements like "Everyone feels that way" or "We are all wondering what to do" allow people to avoid direct responsibility for their feelings. Examples of a leader blocking statements about the "there and then" are:

1. Mary: I really enjoyed the trip last summer. I had a lot of fun.
Leader: Mary, could you tell us how your trip and the fun you had relate to what we are doing now?

2. Janis: We really are a lousy group.
Leader: Janis, I think you can speak only for yourself.

Another kind of intervention on the part of the leader is blocking overprotecting. The "overprotector" is a member who attempts to avoid conflict within the group, thus inhibiting group development, or who feels extremely protective toward another group member. In blocking overprotecting statements, the group leader may help the individual look at his or her reasons for engaging in the behavior. Examples of overprotecting might be:

1. John: Jim, you always interrupt me when I am talking.
   Mary: Jim doesn't mean to interrupt you, John. It's just that you both had something to say at the same time.
   Leader: Mary, perhaps we can allow Jim to talk about his feelings with John.

2. Janis: I really don't know what I want to do. I feel like I am old enough to have some direction in my life, but I just can't find it.
   Pete: Oh, Janis, don't worry about it. We all feel like that.
   Leader: Pete, you seem to be denying the importance of Janis's feelings.

Blocking is also needed for "mind-raiding" statements. Mind raiding is taking ownership of another's thoughts or telling other people how they feel and why they feel a certain way. Mind raiding may sound like feedback, but there are subtle differences. Since group members may be hesitant to disagree with the mind raider or may not realize what has happened, it is important for the leader to pick up on nonverbal cues from the person receiving the information, as well as on the wording used by the person giving the information. Examples of how to block mind raiding are:

1. Joan: I wish I could feel like a part of this group.
   Ben: You just feel that way because you know you are different.
   Leader: Ben, that really isn't what I heard Joan say.

2. Jim: I have difficulty understanding you, Ralph.
   Ralph: That's because you know I am right and you are not.
   Leader: Ralph, I think your statement implies thoughts Jim didn't express.

The group leader must also help group members protect their privacy by blocking invasions of privacy. Particularly when working with adolescents or young adults, it is important for group leaders to block statements that are not relevant to the group. For example:

1. Mary: Is it true that your father is an alcoholic?
   Leader: Mary, I think that question is an invasion of privacy and is not a concern of this group.

2. Don: Ralph, I heard your parents are getting a divorce.
   Leader: Don, I think you are invading Ralph's privacy. That information is not relevant to the purpose of this group unless Ralph wishes to discuss it.

Before intervening, a good rule for the leader to follow is to ask himself or herself, "Why am I intervening or making this

statement?" Another good rule is the "little red flag" rule. Remember, all behaviors that people exhibit are not representative; thus if Mary interrupts John and John doesn't say anything about being interrupted, the leader may choose to remain silent. Mentally, however, a "little red flag" should go up. Then, if Mary continues to interrupt other group members, and three or four "little red flags" are up, the group leader will probably want to give Mary some feedback. The group leader needs to differentiate between one-time behavior and more consistent behavior patterns.

The blocking function must always be handled in a gentle manner. When an intervention is used, the leader must be careful of his or her choice of words and be sensitive to the feelings of the member receiving the information. Equally important, however, is that the leader provide, through blocking, a modeling of appropriate and inappropriate behaviors for the rest of the group members. For example, having blocked Mary's invasion of privacy, the group leader has modeled for group members that it is all right to say, " I don't want to talk about it." If mind raided, the group member learns that he or she can say, "That is not what I said."

Model

This modeling of appropriate behaviors is also a leadership function. By using the word "I," the leader can model ownership of statements. By using the word "feel" instead of "think," the leader can model the expression of feelings. The group leader also models appropriate behaviors by focusing on the "here and now" and avoiding questioning.

By practicing all of the helping techniques discussed in the earlier modules on human relations skills for the occupational specialist—such as attending behaviors, feedback, and confrontation—the leader not only encourages group communication, but models these behaviors for other group members. Attending behaviors—using techniques such as eye contact, attending posture, and verbal following—should all be employed. When working in a group setting, however, there are some differences in the way these techniques are used. Since the group leader must be aware of all the group members, and not only the one who is speaking, he or she must use eye contact to communicate that while he or she is listening to the speaker, the leader still is attentive to other group members. If total eye contact is directed to the speaker, the speaker will, in turn, address all of his or her comments to the group leader, instead of talking to the whole group. The group leader's attending posture and use of verbal following likewise should indicate active involvement in the group process.

When the occupational specialist provides feedback to individuals in the group, he or she is also showing other group members how to use this valuable skill to reflect both the behavior of the individual receiving the feedback and the feelings of the person giving the feedback. Feedback is the life stream of a group and should occur:

1. member to member
2. member to leader
3. leader to member

Members should be encouraged to give constructive feedback; that is, feedback provided as close to the event as possible,

focused on an appropriate area, and given in a spirit of caring about the other member.

Feedback about an individual's behavior three weeks ago is not received in the same way as feedback provided while the behavior is occurring. To be appropriate, feedback should be given about something that it is possible to change. An example of inappropriate feedback is, "I don't like the color of your eyes." This involves an inappropriate area, since people cannot change the color of their eyes. In any case, feedback should be neither given nor received as a command to change. The person giving feedback does so because he or she cares about another individual and believes that person is unaware of some information. The person receiving the information should be able to think about the feedback and determine whether he or she wants to change the behavior that has been noted. The group leader must listen for feedback that is not constructive, as, for example, when one member tells another something that is already known, or when feedback is given to spite someone. The group leader must protect group members who are not capable of defending themselves against this type of verbal attack.

Confrontation is another important skill to be modeled by the leader for the members of the group. It consists of pointing out discrepancies between:

1. what a person says and what he or she does
2. how others see a person and how that person sees himself or herself
3. two conflicting verbal or nonverbal statements

Some examples of confrontation are:

1. Betty: That dumb teacher picks on me all the time.
   Leader: Betty, I feel angry when you say that. You bring it on yourself—you cut classes, act up in class, and then blame the teacher.

2. Leader: I heard you say you are not mad, but I see you clenching your fists.

Interaction catalyst

The group leader also functions as an interaction catalyst. With a new group, the leader will need to provide more structure, but as group members become more aware of their responsibility in accomplishing the goals of the group, the leader can provide less direction and structure. For example, early in a group the leader may need to give members "permission" to speak, by responding to their nonverbal cues. For example, he or she may say, "Mary, it seems that you have something to say." Some group members will be very hesitant to participate initially, and it is important for the group leader to attempt to involve all members, albeit in nonthreatening ways. If, however, the group leader continually selects someone to speak, group members will not take over the responsibility for speaking when they have something to say. Many members would rather rely on the leader to provide all of the structure and fill all silences. Especially in the conflict stage of the group, the leader must be able to withstand verbal attacks on his or her supposed inability to get the group going, and he or she must be ready to explain to the group that this responsibility is to be shared.

Communications facilitator

The group leader functions as a communications facilitator by reflecting the content of what is being said and linking the statements of one member to the statements of another member. The leader can also link verbal to verbal messages, or verbal to nonverbal messages, reflecting the feelings of individual members and of the group as a whole.

Process and content

While the group is meeting, the leader must be aware of the two components of group sessions—content and process. Content refers to what is being said, while process involves what is happening. During a session, the leader may choose to intervene on either the content or process level, either to offer additional factual information (content intervention) or to comment on the process with a statement such as "I believe I understand what is happening in the group right now."

The leader is also responsible for opening and closing the group sessions. The leader simply may use a general opening statement, "It's time to begin," or he or she may begin with a structured activity or exercise. Since some members may use late arrival as a resistance mechanism, it is important for the leader to begin on time, perhaps expressing feelings about late arrivals or reiterating the ground rules. If a member is using late arrival as an attention-getting device, the leader may choose to begin on time, but ignore the entrance of the late arrival. It is also important to end the group on time, without allowing members to manipulate others by expressing something "significant" just as the group ends. Ending on time will encourage members to utilize the time that is available in order to accomplish the goals that have been set forth. If the group is heavily involved in a discussion when the closing time is near, the leader may want to taper off the emotional content of the discussion or say something like "It's getting close to the end of the session." The leader may choose to end the session with a "go-around" exercise, where each member may give one final statement of a general nature, or the leader might plan the last five or ten minutes of each group session to allow members to write in their private journals.

The common thread throughout the several functions of the leadership role is the challenge of helping students become aware of their patterns of communication and encouraging them to develop the skills with which to achieve meaningful communication with others.

Statement Classification Worksheet

Read the following discussion among group members and choose one of the classifications below for each statement. Next to each statement, write the letter corresponding to your choice. (Answers/letters may be used mo e than once.)

A. confrontation
B. feedback
C. acting out (attacking)
D. mind raiding
E. overprotecting
F. reflecting feelings
G. disclosure

Point out three places where the leader might have intervened. Write helpful and appropriate interventions at those points in the discussion below. Use dialogue format.

___ **1.** Ken: I feel as if I'm not worth much to anyone—no one appreciates me.

___ **2.** Bob: You're feeling that no one sees you as a person?

___ **3.** Mary: Oh, Ken, everyone feels that way sometimes. Why, just the other day...

___ **4.** Lois: Ken, you say you feel you aren't worth much, but you bring it on yourself. You are always putting yourself down, and then you blame people for not appreciating you. I feel that <u>you</u> don't appreciate yourself.

____ **5.** Roger: There you go again! The great leader herself, Lois. You think you're so great!

____ **6.** Mary: Roger, I'm feeling pretty uncomfortable right now. This is the third time today you have had something nasty to say to Lois. It seems that you two have something you might want to talk about.

____ **7.** Lois: Roger, I feel that you don't like me. Whenever I talk, you make fun of me.

Self-Test 4

1. Explain the difference between feedback and confrontation.

2. List five leader interventions in which the leader "blocks" member statements. Provide an example of each.

3. List two reasons for starting and ending group sessions on time.

4. A friend of yours has asked you, "What do you do when you lead a group?" Write a paragraph in which you respond to your friend's question.

5. What is meant by the term "here and now"?

6. List two ways the group leader serves as a model for group members.

7. What is meant by an "interaction catalyst"? List two ways a group leader may serve as an "interaction catalyst."

ENABLING ELEMENT 5

After having completed the assigned instructional activities, you will be able to explain the difference between group-building roles and individual roles, list four group task roles, and list four group-building roles.

Instructional Activities

Complete activity 1 and one additional activity of your choice. Then take Self-Test 5. If you cannot answer the questions on the test correctly, repeat the activities and follow the instructions for additional activities until you are able to complete the element successfully.

1. Read the following section on "Building and Maintaining a Group."
2. Complete the Role Nomination Worksheet included in this element.
3. Identify four group-building roles and four group task roles that you have performed or have seen performed in groups or clubs to which you belong.
4. Read chapter 9 in: Hansen, J.; Warner, R.; and Smith, E. Group Counseling: Theory and Process. Chicago: Rand McNally College Publishing Co., 1976.

Building and Maintaining a Group

Just as the leader of a group has roles and functions, so do the group members. Benne and Sheats (1948) have developed a threefold classification system for member roles. They describe:

1. group-building roles
2. group task roles
3. individual roles

Group-building and group task roles are positive roles that contribute to the growth and development of a group. The third classification, individual roles, includes roles that are detrimental to the group. These will be covered in Enabling Element 6. Even the positive roles may be misused, however, so this element will discuss both the nature of member roles and the ways in which these roles may be misused. Group-building and group task roles are seldom found in pure form, so the first hint a leader may have of a member misusing a role will probably be one member's consistent maintenance of that role.

The following kinds of members have been identified as necessary for building a group:

1. The facilitator encourages feelings of friendship and security within the group by encouraging and praising other group members. If a group member consistently maintains this role, he or she may be doing so to keep the group focus on others and away from himself or herself.
2. The gatekeeper helps the group operate within the established norms, sometimes acting as referee. When the role is played to excess, this member may become the group leader's "assistant." In the gatekeeper role, this person is a group asset; in the "assistant" role, the person may feel that he or she can help other group members, but needs no help for himself or herself. This person may feel superior to other group members.
3. The harmonizer helps maintain the emotional balance within the group. This person attempts to reduce conflict and

relieve tension. When used in excess, this role becomes that of the overprotector.

4. The compromiser is similar to the harmonizer, but the person suggests a more cognitive approach, such as suggesting alternatives to bring divided factions together.
5. The observer provides feedback to the group by summarizing content or commenting on the process of the group. This person may feel "above" the group.
6. The follower goes in whichever direction the group goes. This person is unsure, so he or she never offers suggestions, but waits passively until the group reaches a decision before being in agreement.

Another important category of member behaviors involves the group task roles. Like the group-building roles, these are seldom found in pure form, and individuals generally will share these roles.

1. The energizer facilitates the group, encouraging action and seeking more activity. Some members may resist this individual who prods them along.
2. The opinion seeker or giver is concerned with receiving information from members or giving information to members. The opinion seeker is generally concerned with the affective domain, whereas the opinion giver is more concerned with the cognitive.
3. The coordinator attempts to coordinate ideas from various group members. This person is concerned with the reality aspects of the group and coordinates the activities of subgroups.
4. The evaluator evaluates the task at hand and the quality of what the group accomplishes.
5. The recorder functions as the memory of the group. This person may write down suggestions or the results of a discussion.
6. The procedural technician performs routine tasks such as arranging chairs, etc.
7. The orienter defines the group's position. This person may redirect discussions or tell the group if it is departing from its goals.

The roles that individuals choose to fulfill within a group are based on their expectations of themseives, their personality factors, the characteristics of the leader, and the characteristics of the group. For example, if a student always behaves as a follower, he or she will expect to behave that way in the group. If the person is aggressive in interactions outside the group, he or she will probably find an aggressive role within the group—perhaps the energizer. Characteristics of the leader will influence the roles members choose, since the leader will encourage or discourage certain member behaviors. The characteristics of the group affect the roles a member will choose, depending on the person's status within the group and the way others outside the group view the group.

Role Nomination Worksheet

Observe an on-going group. For each member of the group, place a check mark in the column corresponding to the roles he or she plays most often. If you are a participant, rate yourself also.

ROLES	NAMES OF GROUP MEMBERS								
A. Group-building Roles									
1. Facilitator									
2. Gatekeeper									
3. Harmonizer									
4. Compromiser									
5. Observer									
6. Follower									
B. Group Task Roles									
1. Energizer									
2. Opinion seeker									
3. Opinion giver									
4. Coordinator									
5. Evaluator									
6. Recorder									
7. Procedural technician									
8. Orienter									

Self-Test 5

1. List the three classifications of group-member roles.

2. Describe four group-building roles and four group task roles that a member or members may assume in a group.

ENABLING ELEMENT 6

After having completed the assigned instructional activities, you will be able to define antigroup roles, list three antigroup roles, and list three leader behaviors that are appropriate when problem members disrupt a group.

Instructional Activities

Complete activity 1 and one additional activity of your choice. Then take Self-Test 6. If you cannot answer the questions on the test correctly, repeat the activities and follow the instructions for additional activities until you are able to complete the element successfully.

1. Read the following section on "Problem Members and Antigroup Roles."
2. Complete the Problem Situations Worksheet included in this element.
3. Read chapter 12 in: Yalom, I. D. The Theory and Practice of Group Psychotherapy. New York: Basic Books, 1975.
4. Think of students whom you consider to be "problem" students. List alternative ways of working with them.

Problem Members and Antigroup Roles

Unlike group-building and task roles, which are necessary for the development and maintenance of a group, individual roles are counterproductive to the group's accomplishment of its goals. Individual roles are those roles that meet individual needs at the expense of the rest of the group.

The following are examples of antigroup roles:

1. The aggressor attacks the group and deflates the status of others. Ignorant or unaware of the feelings of others, he or she takes credit for others' ideas and is overbearing.

2. The monopolist is aggressive in a verbal way. Although the monopolist may be a relief to a new group, the behavior soon becomes boring as the group sits through monologue after monologue.

3. The blocker is negative and will not accept anyone's ideas. If a group elects to leave an issue of discussion, this member will stubbornly and unreasonably attempt to bring them back to it, or to downgrade the new topic of discussion.

4. The recognition seeker calls attention to himself or herself by boasting or always "topping" someone else's story.

5. The help-rejecting complainer is a "yes but" person. He or she seeks help and sympathy, but when it is offered, he or she responds with "yes but" statements.

6. The advice giver has an answer for everyone. If a person has a problem, the advice giver has the ready answer.

7. The silent and/or withdrawn member may be silent, but still involved in what is taking place, or he or she may be totally withdrawn from all group activities.

8. The playboy or playgirl also displays a lack of involvement in the group, but does so by engaging in nonchalance and off-task behavior or jokes.

Group members may be unsure about how to handle individuals displaying antigroup roles. They may look to the leader, directing nonverbal signals to him or her or coming up after the meeting to ask what to do. In other instances, they may either sit in

resigned silence or attack the "problem" member. Naturally, the leader must tailor his or her response according to the role the "problem" member is playing. For most of these roles, however, the first response of the leader will be to offer appropriate feedback about how the leader views the member's behavior.

If the person causing the problem is a monopolist, the group may feel frustrated and angry, but they may be able to address the behavior of the monopolist only indirectly. In this case, the group leader may choose to address either the monopolist or the group. While it is true that the monopolist's behavior is inappropriate, the group also needs to look at the reasons it allows itself to be monopolized. As group members are encouraged to discuss their reasons for inactivity, they may become more involved and assertive within the group. If the group leader addresses the behavior of the monopolist, he or she must take care that the feedback does not make the monopolist feel rejected. Instead, the individual should be informed that his or her nonstop talking actually prevents the group from knowing him or her better. In extreme cases, the group leader may have to interrupt the monopolist to allow the other group members a chance to speak. For example, the group leader may say, "Excuse me, Joe, but I feel some of the other members have some feelings they wish to express."

The help-rejecting complainer also must be gently confronted. The group leader may say, "I feel that many of the group members have attempted to offer you assistance, but your response to each of them has been to discount the offer."

A silent member is more often given feedback by group members, rather than by the leader of the group. As group members discuss more about themselves, they come to resent an individual who does not open up. The extent to which the group leader intervenes will depend, in part, on whether group participation is a requirement of the group. Since silent members are actively, although silently, involved in the group, the group leader may want to involve them through "invitations to speak," but may choose not to make an issue of their silence. If the silent member comes under attack from other group members, it is important for the group leader to help group members look at their feelings about and expectations of the silent member. If the silence is used as an attention-getting device or a resistance to the group, the group may want to ignore the behavior. The withdrawn member is generally the most resistant. In this case, a discussion of the purpose of the group and the development of individual goals may be most appropriate. If the group leader puts too much pressure on a silent or withdrawn member, the person may withdraw even more.

In confronting <u>any</u> member, it is important for the group leader to remember that confrontation must be done with <u>empathy</u>, not <u>animosity</u>. He or she should also note that while the group leader must care for each person as an individual, it is perfectly appropriate to identify unacceptable behaviors that prevent the group from achieving its goals.

Problem Situations Worksheet

Read the two problem situations described below and the list of possible responses to each one. For each situation, check all responses you think might be appropriate. In addition, list any other responses that you feel would be appropriate, but that are not listed. Then, from your list of alternatives, select the response you believe would be best.

1. The Monopolizer

John has consistently monopolized the group for several sessions, and his monologues and interruptions are interfering with the development of the group. You are now beginning the fourth group session. John has been talking for 30 minutes. What do you do?

Possible responses

____ (a) Do nothing
____ (b) Ask John why he is monopolizing the group.
____ (c) Ask the group why they are allowing John to monopolize the session.
____ (d) Ask another member to role-play the monopolizing student.
____ (e) Ask if this happens in other classes.
____ (f) Describe John as a "bore" who always wants to be the center of attention.
____ (g) Express your feelings about John.
____ (h) Ask the group to describe what has taken place during the last 30 minutes.
____ (i) Direct remarks to other group members to give others a chance to speak.
____ (j) Describe John's monologue as a defense mechanism that prevents other group members from controlling the group.
____ Other

Most appropriate response

2. The Silent Member

One of the students, Janis, has said very little throughout the group meetings. You are now beginning the fourth meeting, and a couple of other students are beginning to question Janis about her silence. She has said little, and the group does not seem to know what to do next. What do you do?

Possible responses

____ (a) Do nothing.
____ (b) Discuss a similar experience in your own life.
____ (c) Try to get Janis to react (accuse her of being deaf).
____ (d) Let the group determine what to do, even if they want you to help them.
____ (e) Encourage Janis to speak, but do not make a big deal of her silence.
____ (f) Ask why the other students object to Janis's silence.
____ (g) Interpret Janis's silence as an objection to the group.
____ (h) Ask if she behaves this way in her other classes.
____ (i) Say that each person is free to speak or not to speak.
____ (j) Explain that you would like to hear from Janis, if she feels like speaking, but that no one has to speak.
____ (k) Describe the group members' uncertainty about how to discuss their feelings with Janis.
____ (Other)

Most appropriate response

Self-Test 6

1. Describe possible behaviors of three "problem" members.

2. List two things you, as the group leader, would do in each of the examples above.

3. What guideline should the occupational specialist remember when confronting a group member?

ENABLING ELEMENT 7

After having completed the assigned instructional activities, you will be able to identify five types of questions that an occupational specialist might ask to facilitate group discussion, list five exercises he or she might use with the group, and explain the purposes of each exercise.

Instructional Activities

Complete activity 1 and one additional activity of your choice. Then take Self-Test 7. If you cannot answer the questions on the test correctly, repeat the activities until you are able to complete the element successfully.

1. Read the following section on "Facilitating Group Involvement."
2. Complete the Group Activity Worksheet included in this element.
3. Read: Simon, S.; Howe, L.; and Kirschenbaum, H. Values Clarification. New York: Hart Publishing Co., 1972.
4. Read chapters 7 and 8 in: Bates, M., and Johnson, C. Group Leadership. Denver: Love Publishing Co., 1972.

Facilitating Group Involvement

Utilizing appropriate techniques within the group setting can facilitate both individual and group development. Used inappropriately, on the other hand, a group technique can be disastrous. It is often helpful for the group leader to have a repertoire of techniques that can be employed when a situation seems to call for it. Care should be taken, however, not to overuse these techniques, since they can become "gimmicky," and group members may come to expect that the leader will "pull out a technique" every time they have silence, a problem, etc. Overuse of techniques can add to group members' dependence on the leader, which is something most leaders do not want to foster, especially if the purpose of the group is to explore feelings about self and occupations.

Every exercise should have a purpose, and the group leader should be able to say "I am doing this exercise because. . ." An exercise should not be used only to fill silences. Indeed, silence itself may be an issue the group leader will have to address. If he or she is uncomfortable with silences in a group, the group members will pick up on those feelings, and their own discomfort will be increased. Actually, silence can be very productive in a group setting. Generally the person who breaks the silence has something "significant" to say, since it is usually the most uncomfortable person who will start to talk. Silence also gives a quiet member a chance to speak. These group members may feel that what they have to say is less important than what the other group members have to say, so silence may offer them a chance to speak without worrying about infringing on the other group members.

Exercises and techniques can fall under two general headings: structured group activities and unstructured group activities. Unstructured group activities are those in which the leader facilitates group involvement by his or her questions or statements. There are five types of questions that the leader may direct to the group to facilitate more involvement:

1. recall
2. feelings

3. reality testing
4. action
5. interpretation

A recall question to the group may be something like "Does this concern sound familiar?" or "Have we considered all of the alternatives?" A feelings question would be "How do some of the rest of you feel about this discussion?" Reality testing questions help show the group universality—for example, "Has anything like this ever happened to the rest of you?" An action question helps the group move from a problem to a consideration of alternative courses of action. An example is "How would some of the rest of you handle this situation?" or "What could have been done to change the situation?" An interpretation question helps summarize a group discussion. Examples are "What are the different values on which the group has focused as a result of this issue?" or "What have we learned from this experience?"

If these types of questions are used to facilitate group discussion, the group leader must then allow the group time to consider the question. Some leaders have a tendency to fill a silence with another question, instead of allowing members time to contemplate the original question.

It is also important for the group leader not to judge the response he or she gets. If the leader disagrees, it is better to look to the group and ask if the rest of the members agree or disagree.

Structured group activities will depend on the purpose of the group. New groups, regardless of their purpose, need more structure initially than do groups that have been meeting over a period of time.

Get-acquainted exercises

When a new group is first getting started, get-acquainted exercises may be helpful. In one such exercise, the leader asks members to pair up so that each person is with someone he or she does not know. The participants are instructed to learn all they can about their partners in a given amount of time. When the large group comes back together, the partners introduce each other to the rest of the group. In another form of this exercise, after the partners have had 10 minutes to get to know each other, two pairs team up and exchange information. The groups thus keep growing until the large group is back together. No technique is "set in concrete." Every group technique has an infinite number of possibilities, if the group leader is creative.

"Top secret" task

This exercise, developed by Yalom (1975), is also helpful in a new group. Each group member writes on a piece of paper the one top secret he or she would not discuss with the rest of the group. After writing their top secrets, group members turn their papers face down in the center of the floor. In one form of this exercise, each member then picks up one of the "top secrets" and reads it to the rest of the group, telling how he or she would feel if it were his or her top secret. As an alternative, one person can read all of the top secrets aloud, and the group members can then discuss their feelings about these top secrets. Although anonymity is maintained throughout either exercise, if the group extends over an 8- to 10-week period, members generally "confess" which top secrets were theirs, at some

point in the group.

The purpose of this exercise is to show members how much they have in common with the other group members. As Yalom (1975) points out, since most of the top secrets fall into three or four categories, this exercise supports the building of universality—a "we are all in the same boat" feeling among group members.

Expressing feelings and giving feedback

Members may be asked to rank their own feelings on a scale of 1 to 10. Most members will find that if they say something like "I feel about a minus 2 today," other members will seek additional information by making a statement such as "It sounds as if you have had a bad day." Thus a group member is given permission to speak, and the communication that takes place is based on feelings. The exercise allows members to practice behaviors that will lead to deeper levels of communication, avoiding the natural inclination of the group to discuss superficial issues.

A derivation of this exercise is "sentence completion," where each member finishes a statement like "I feel. . ." or "I want to be. . ." or "I wish I could. . ." Since one purpose of the group may be to get group members more comfortable with self-disclosure, each member may be asked to describe the kind of animal he or she would be if he or she were an animal. (A cautionary note here: It is unwise to have members describe other members as animals or as anything else. One member's description of another member may be hurtful or even devastating to that person.)

These exercises also allow members to give feedback in constructive ways—for example, "You see yourself as an ugly duckling, but I think you are very pretty." To further encourage members to talk to each other, a round-robin may be set up in which everyone lists one thing they like about each of the other members.

Exercises to help individual members

Techniques that may be used to help one or two particular group members also aid the members who observe the exercise. For example, if two members are having a disagreement, the group leader might ask them to switch roles. The members switching roles then discuss their feelings, and the other group members can offer feedback. If one or more group members do not feel part of the group, there are several exercises that might be appropriate. In one, the alienated group member hugs each of the other group members. In another, the group locks arms in a circle, and the alienated group member attempts to break into the group. A third exercise directs the alienated member to go to each group member and say, "I want to be a part of this group."

Using new behaviors

In order to help group members practice new behaviors and new ways of interacting with others, the leader may ask members to role-play specific situations. As another practice or rehearsal technique, one person might talk to an empty chair, pretending it is someone whom that person needs to talk to. In both of these exercises, the member gets a chance to "try out" what he or she wants to say, without taking any risks.

The group leader may also use a technique involving "alter egos." In this case two members discuss an issue, but another

group member stands behind each of them. The alter ego says what the discussant is not saying but should say, or what the discussant is thinking, but not saying.

As a means of encouraging group members to focus on developing better listening skills, each person may be required to summarize what the previous speaker has said, before being able to offer his or her own opinion or feeling.

Values clarification

Numerous exercises have been developed to assist group members with values clarification. These exercises help group members see both how their values differ from those of others, and how their values affect the way they view jobs, people, school, etc. Examples of values clarification exercises follow:

1. In values voting the group leader asks questions such as "How many of you attend church?" or "How many of you think cheating is justified?" Students answer by raising their hands, and they explain why they feel the way they do. Values voting allows members to see and hear other members' feelings about their beliefs.
2. In values journal students keep journals of what they learn about themselves during the group. These may be private records or logs that are shared with the leader. The journal can be used to collect information that members learn from others or from other values exercises.

Trust exercises

One exercise to help members develop a sense of trust is the "blind walk," in which group members pair up, and one member, who is blindfolded, is led about by his or her partner. The partners then switch positions. Members discuss their feelings about being led by another individual and then discuss how trust affects the ways they behave in different situations.

Another trust exercise has the group form a circle by locking arms. One member stands in the center, closes his or her eyes, and falls into the arms of the group. Again, after completing the exercise, group members discuss their feelings about the exercise.

Encouraging discussion

There are an infinite number of topics that may be used to launch a group discussion. Some topics that are especially appropriate for use with young people are:

1. parents
2. running away
3. choosing friends
4. quitting school
5. drugs or drinking
6. probation
7. jealousy
8. individual strengths
9. individual weaknesses
10. making decisions

Group Activity Worksheet

Read each of the problem situations described below. Develop a group activity or exercise that you believe would be appropriate and helpful for each of these situations.

1. A group member has just told the group that he recently interviewed for a job and "really blew it." The group has responded with sympathetic statements. You are glad that the group cares about the group member, but you know sympathy will not help the member in his next job interview. What should you do?
   Activity or exercise:

2. Eight members of your first group have arrived. You have welcomed them and introduced yourself and each member. There is silence and they are all looking at you. What should you do?
   Activity or exercise:

3. Mary has just announced that she is quitting the group. You feel she is proposing this because she has been a "fringe" member from the beginning. What should you do?
   Activity or exercise:

Self-Test 7

1. Identify three reasons a group leader might want to use a structured activity or exercise.

2. List the five types of questions a group leader might ask the group in order to facilitate group discussion or involvement. Provide an example of each type of question.

3. List five exercises that you might use in leading a vocational group.

ENABLING ELEMENT 8

After having completed the assigned instructional activities, you will be able to list two special formats for vocational groups and four considerations to note when working with handicapped students in a group setting.

Instructional Activities

Complete activity 1 and one additional activity of your choice. Then take Self-Test 8. If you cannot answer the questions on the test correctly, repeat the activity and follow the instructions for additional activities until you are able to complete the element successfully.

1. Read the following section on "Specialized Group Formats and Special Populations."
2. Read: Drum, D. J., and Knott, J. E. Structured Groups for Facilitating Development. New York: Human Sciences Press, 1977.
3. Read: Daane, C. Vocational Exploration Groups: Theory and Research. Washington, D.C.: U.S. Department of Labor, Manpower Administration, 1972.
4. Send for: "Vocational Exploration Group Kit." Studies for Urban Man, Inc., Box 1039, Tempe, Ariz. 85281.
5. Read: Robineault, I., and Weisinger, M. "Leaderless Groups: A Tape Cassette Technique for Vocational Education." Rehabilitation Literature 24 (1973): 80–84.
6. Read: Seligman, Milton (ed.). Group Counseling and Group Psychotherapy with Rehabilitation Clients. Springfield, Ill.: Charles C. Thomas, 1977.

Specialized Group Formats and Special Populations

This element focuses on specialized formats that the occupational specialist may adapt for vocational counseling, and on extra considerations for students with special problems. If the occupational specialist has a handicapped student in a group, or a group containing a large number of potential school dropouts, he or she may need to alter the regular group practices. Although the same considerations for developing a group are relevant, additional considerations are necessary in working with these special populations.

Specialized formats

One group format that has many possibilities for occupational specialists is that developed by Daane and Elster. Their vocational exploration group uses a group approach to emphasize people functioning in the world of work. The four basic dynamics that occur in the vocational exploration group are (Daane, 1972):

1. developing self-confidence
2. sharing job-knowledge and resources
3. gaining an understanding of individual job relationships
4. achieving job personalization

Vocational exploration groups go through five phases:

1. Group members examine job functions and job preparation.
2. Members exchange the job information they gathered in the exploratory (first) phase.

3. Students examine job demands and job satisfactions.
4. Students relate similar jobs and use a feedback chart to give group members feedback on the jobs they view as appropriate for each other.
5. Students plan for the "next step."

A series of structured written and verbal exercises has been developed for each of these phases. For example, when examining job demands and job satisfaction, group members are introduced to the idea that jobs supply more than just money. After additional job satisfiers have been presented, group members identify and discuss their top and bottom satisfiers.

Another structured format is the case conference approach. Sprague and Strong (1970) list three broad goals for a case conference group. These are:

1. to improve the helping skills of the participants
2. to provide information on group members' interests, abilities, and needs
3. to provide for peer interaction

Before the group begins, members take the Strong Vocational Interest Inventory and the Self-Directed Search, and they write short autobiographical sketches that include their work history, career interests, goals, and problems they are currently facing in their educational and career decision making. When the group meets, members introduce themselves, and the leader explains their profiles and the goals and purposes of the group. He or she then encourages group members to help one another. In subsequent sessions the individual members present themselves to the group in a case conference, so that group members, rather than the leader, become career counselors.

A third highly structured group format is entitled PATH. PATH, which was developed by Howard Figler at the Dickinson College Counseling Center in Carlisle, Pennsylvania, has as its purpose the provision of a series of structured exercises to help group members create a life/work style to satisfy their needs. PATH has incorporated the following key features (Drum and Knott, 1977):

1. Each individual does a self-assessment to determine personal attributes related to work.
2. Client-centered exercises are used to help individuals interpret their own experiences.
3. Group-oriented exercises are also used.
4. Its option-oriented design is intended for persons who have a number of options available.
5. It is process-oriented, teaching group members how to think, instead of focusing on the final outcome.
6. An individual's cumulative experiences are shown to contribute toward his or her future work.

PATH is divided into six sessions with the following purposes:

Session 1. Examine life/work style
Session 2. Explore values
Session 3. Identify key values
Session 4. Examine abilities
Session 5. Identify skills
Session 6. Explore and evaluate career options

Session objectives, activities, and format, in addition to time allotted for each exercise during the session, have all been carefully spelled out.

Special populations

In utilizing the group format with physically handicapped students, the occupational specialist must be cognizant of their special needs. For example, if a student is in a wheelchair, the room must have doors wide enough for the wheelchair to pass through. In addition, the occupational specialist should become acquainted with the student's disability and discuss it during the pregroup meeting. If the handicap is newly acquired, the person may still be in counseling or therapy and may not be ready for a group.

Special considerations must be noted for a blind or visually impaired individual. Since the group leader and most group members may be used to nodding to show agreement, verbal reinforcers, such as "uh-hum," or "yes," will need to be added. Nonverbal cues and eye contact used as an encouragement to speak are also not appropriate for a partially sighted person. Since the person with a visual handicap has difficulty knowing if someone is about to speak and may be hesitant about speaking out, it is helpful if the leader verbally recognizes persons who are about to say something. Long periods of silence can be very uncomfortable for partially sighted persons, too. Lacking the nonverbal communication, they cannot assess what is taking place. Although most of the exercises that have been discussed are free of problems for most handicapped persons, the group leader should carefully assess each exercise prior to using it to ensure that it is appropriate.

A deaf or hearing-impaired person in a group poses other problems. Unless the occupational specialist is fluent in manual communication or sign language, the deaf student may require an interpreter. If an interpreter is used, the group should sit in a semicircle, instead of a circle. Many deaf students or hearing-impaired students are excellent lip readers, but the leader should be aware that facial hair (beards and mustaches) makes lip reading extremely difficult. Usually, a student who has a less-severe hearing impairment can participate in the group with little difficulty, if group members speak slowly and enunciate clearly. When speaking, they should speak directly to the person, since many of these individuals also rely on lip reading. While taking care to create a group environment in which the hearing-impaired student can participate, the leader should be aware that many persons with a hearing loss use "as if" behavior. They act "as if" they have no trouble hearing, and thus lose much of what is said. If the leader notices this behavior, he or she may want to give the individual feedback and help him or her review self-concepts, values, etc.

The presence of a handicapped individual in a group can provide a valuable learning experience for the other group members. For many members, it may be the first time they have focused on a handicapped person's abilities rather than on his or her disabilities, and this can have the effect of changing their attitudes about handicapped people.

In vocational group counseling with potential dropouts or disadvantaged students, the occupational specialist will need to focus more on developing coping behaviors within the present environment, rather than on long-range planning. This

group may feel that the group leader has no understanding of their problems, and they may have a general pessimism that is difficult for a goal-oriented, motivated occupational specialist to understand. It is vital to create a warm, nonjudgmental environment in this type of group, since many members will have negative self-concepts and will need much help in assessing the strengths that they have.

Self-Test 8

1. Describe the vocational exploration group developed by Daane and Elster.

2. Describe the case conference approach developed by Sprague and Strong.

3. Which of the approaches listed above would you like to incorporate into a group that you might develop? List the reasons for the group format you select.

4. List four considerations that must be addressed when including handicapped students in a group.

ENABLING ELEMENT 9

After having completed the assigned instructional activities, you will be able to list two advantages of coleadership, two disadvantages of coleadership, and six steps to establishing an effective coleadership relationship.

Instructional Activities

Complete activity 1 and one additional activity of your choice. Then take Self-Test 9. If you cannot answer the questions on the test correctly, repeat the activity and follow the instructions for additional activities until you are able to complete the element successfully.

1. Read the following section on "Sharing the Group Leadership Function."
2. Read chapter 3 in: Bates, M., and Johnson, C. Group Leadership. Denver: Love Publishing Co., 1972.
3. With a colleague, discuss the possibility of leading a group together. Outline the areas in which the two of you seem most compatible and the areas in which you seem to reflect differences.
4. Read chapter 13 in: Yalom, I. D. The Theory and Practice of Group Psychotherapy. New York: Basic Books, 1975.

Sharing the Group Leadership Function

The practice of using more than one leader for a group is a growing trend. Before deciding whether to use this format, the occupational specialist should consider its advantages and disadvantages.

Two leaders provide the group with a broader range of expertise, and the arrangement allows for more objective evaluations of the group. If one leader is very involved in a discussion, the other group leader can observe the rest of the group members. In addition, when two leaders are used, the group size can be increased, so that instead of a group of from seven to nine members, the group can consist of from twelve to fifteen members. Another advantage of the coleadership model is that one leader can confront a member, while the other leader remains supportive.

The modeling aspects of leading a group are also enhanced when two leaders are used. The leaders can use their interactions to model handling differences of opinion, to clarify incomplete communication, or to support each other. An additional advantage of the coleadership model is that group continuity occurs even if one leader is ill or must be absent from a session.

Certain disadvantages of using coleaders have also been noted. The leaders may attempt too large a group, thus denying group members the full value of the group experience. A leader can also elect to work with a coleader simply to give himself or herself the opportunity to be absent. This can be counter-productive to a group, because group attendance is generally a ground rule, and leaders may model inappropriate behavior through their lack of attendance. If coleaders are used because one group leader is totally inexperienced, the anxieties of that group leader and his or her reliance on the experienced group leader will be apparent to the group and may increase the anxiety of the members.

The relationship between the coleaders is crucial if the two-leader group setting is adopted. Two people leading a group should have compatible philosophies and leadership styles. They need to use compatible techniques, and for best results they should have comparable levels of experience and training. This relationship is such a critical factor that McGee and Schuman (1970) state, "As goes the cotherapy relationship, so goes the group." Any issues between the two leaders not resolved outside the group will creep into the group itself. It is often helpful if the coleaders have a working set of priorities that they discuss meeting by meeting.

Personalities of the leaders and their responsibilities within the group provide the material for most conflicts. Davis and Lohr (1971) divide the personality factors of group leaders into three categories: extrinsic, characterological, and dynamic. Extrinsic factors include age, sex, race, discipline, level of experience, and physical appearance. An example of an extrinsic factor affecting the coleader relationship is a leader who is negatively reminded of his or her parent by a gray-haired coleader. Although these factors affect the relationship of the leaders and the interaction of the group more in the initial stages of the group, group-discussion material could increase the importance of any extrinsic factor later in the group. For example, an obese leader, whom the group chooses not to offend, inhibits group discussion of weight.

The second category, characterological factors, includes verbal activity/inactivity, verbal and nonverbal activity/passivity, use of affect and reality, timing of interventions, and cognitive style. An active leader will have difficulty working with an extremely passive leader. Leaders who differ in their orientation to reality will employ different amounts of self-disclosure and vary in their abilities to cope with group discussions of external realities, such as the weather. Timing of interventions is extremely important since it can lead to disagreements between leaders. Despite the opportunities they offer for modeling, such disagreements can be threatening to members in a new group. Once the group has become cohesive, however, disagreements between the leaders can be growth-producing for group members.

The third category includes dynamic factors such as defense mechanisms, competition, and self-esteem. These are primarily unconscious traits, but it is important for coleaders to be aware of them and to discuss these issues.

The leaders' responsibilities to and within a group also affect their relationship and may be sources of conflict. There are a number of demands on the leaders' time throughout the life of any group. Leaders should share the responsibilities of selecting group members and preparing group members in the pregroup meetings. Within the group meetings, coleaders should share the roles of main actor and objective evaluator, through use of eye contact, gestures, and other body language. It is important to note that both should be considered action roles, and each leader is responsible for his or her role at any given time.

Heilfron (1969) used the term "'we' feeling" to describe the evolution of the leaders' relationship. The leaders' focus on group problems and shared responsibilities constitutes the first phase of the "'we'

feeling." The second phase evolves as the leaders learn to appreciate each other's strengths and weaknesses. Heilfron also stresses the necessity of an honest, open exchange of ideas, since coleaders cannot function together effectively in a closed system.

Just as communication is the key to an effective group, communication is also the key to an effective relationship between two leaders. When selecting and working with a coleader, it is important to establish open lines of communication from the very beginning.

1. Coleaders should spend some time getting to know one another.
2. They should jointly identify the strengths and weaknesses that are initially apparent.
3. They should work together to design the group. Both should agree on the purpose, objectives, group membership, etc.
4. Both should participate in the pregroup meetings with potential group members.
5. They should confer before and after each group session. Prior to each session, they should establish priorities and list expectations of the group. Following the session, they should assess outcomes, give each other feedback, discuss perceptions of the group, and consider whether they have been able to complement each other in their behaviors.
6. They should communicate.

Two practical considerations may be suggested when working with a coleader. As children will attempt to split parents, group members may attempt to create a split between the leaders. In fact, the similarity between a two-leader group and a family has often been noted. Group members tend to respond to the coleaders the same way they respond to their parents, and they respond to other group members as they do to siblings in their own families. The similarity to the family situation occurs even when both leaders are male or both are female.

In order to enable coleaders to make the most effective use of nonverbal cues, they should not sit together. If they sit across from each other in a circle, they can more easily pick up on each other's behaviors and keep the group discussion flowing.

By sharpening communication skills and sensitivity to one another, coleaders can make the two-leader group experience an exciting and enriching adventure.

Self-Test 9

1. List four advantages of using a coleader in a vocational counseling group.

2. Are there any disadvantages of using a coleader? Explain your answer.

3. What are the six steps that will help in establishing an effective coleadership relationship?

ENABLING ELEMENT 10

After having completed the assigned instructional activities, you will be able to define ethical standards and give five examples of ethical standards for group leaders.

Instructional Activities

Complete activity 1 and one additional activity of your choice. Then take Self-Test 10. If you cannot answer the questions on the test correctly, repeat the activity and follow the instructions for additional activities until you are able to complete the element successfully.

1. Read the following section on "Ethical Standards for Leading a Group."
2. Read: Olsen, L. "Ethical Standards for Group Leaders." The Personnel and Guidance Journal 50 (1971): 288.
3. Read: Zimpfer, D. "Needed: Professional Ethics for Working with Groups." The Personnel and Guidance Journal 50 (1971): 280–287.
4. Interview group leaders about their views on ethical standards for group leaders.
5. Complete the Group Situations Worksheet included in this element.

Ethical Standards for Leading a Group

> Ethics of group work are those agreed-on practices consistent with our broader ethical commitments (political, moral, religious) that we think reasonable and that responsible practitioners and clients will generally support. (Gazda, 1978: 261)

Ethical standards have been developed for most of the helping professions. For an occupational specialist involved in helping persons in their vocational development, the following standards (Olsen, 1971; Zimpfer, 1971) are important.

1. The group leader respects the individuality, dignity, and worth of each group member.
2. The group leader does not misuse his or her specialized knowledge and skills.
3. The group leader conducts himself or herself in a professional manner.
4. The group leader maintains the confidentiality of group members and requests that they also respect the confidentiality of other group members.
5. The group leader does not misrepresent his or her qualifications.
6. The group leader informs the members of the group about the purpose and ground rules of the group, prior to the beginning of the group.
7. The group leader places limits on acceptable behavior and does not allow physical violence. The emotional well-being of all group members is protected.
8. The group leader consults with other professionals who are providing help to a group member.
9. The group leader supports research that may be conducted in the area of group work.
10. The group leader provides follow-up assistance, if needed, when a group member leaves or the group terminates.
11. The group leader screens potential group members prior to placing them in the group.

12. The group leader maintains high professional standards of competence.
13. The group leader is ultimately responsible for members within the group, thus he or she protects their freedom of choice in participating in group activities. No member is coerced through threats, humiliation, rejection, or ridicule.
14. The group leader has a primary obligation to the group members.
15. The group leader reserves the right to consult with other professionally competent persons about group members.

Group Situations Worksheet

Read the following group situations. Select and explain the most appropriate answers.

1. One of your group members, Mary Jones, just mentioned in the group that she is seeing Dr. Murphy, a psychologist, on a weekly basis.
   You should:
   a. ask Mary to leave the group
   b. ask Mary to elaborate on her meetings with the psychologist
   c. call Dr. Murphy and consult with him about Mary's remaining in your group
   d. other (please explain)
   Why?

2. Bill said he is so mad at George, he is going to hit him. You should:
   a. let George get hit
   b. explain that physical violence is not allowed
   c. ask Bill and George to leave the group
   d. other (please explain)
   Why?

3. Joan refuses to participate in a group exercise. The group members are telling her that she has to participate because the majority rules. You should:
   a. tell Joan she does not have to participate, but does have to leave if she will not participate
   b. ask Joan why she won't participate
   c. tell the group that Joan can make her own decision, and then proceed with the exercise
   d. other (please explain)
   Why?

Self-Test 10

1. What is meant by "ethical standards" or "ethics"?

2. List the ethical standards that the occupational specialist must uphold when leading a group.

3. Which of the above do you believe are most important?

P O S T A S S E S S M E N T

1. a. State the purpose of vocational group counseling. (To verify your answer, see Element 1. Score 10 points.)

b. Cite five advantages of using a group format in assisting persons with their vocational development. (To verify, see Element 1. Score 2 points for each advantage, for a total of 10 points.)

(1)
(2)
(3)
(4)
(5)

2. a. Circle (T) for True or (F) for False in responding to each of the following statements. (To verify, see Element 2. Score 2 points for each correct response, for a total of 10 points.)

T F (1) The first step in beginning a group is to call the group members.
T F (2) An "open" group is a group of students who meet informally.
T F (3) Group composition can create problems if group members are not carefully selected.
T F (4) Groups that are large become cohesive more quickly than small groups.
T F (5) Pregroup meetings are unnecessary if group members know each other prior to the group.

b. List five ground rules that a leader may wish to establish in creating a group. (To verify, see Element 2. Score 2 points for each rule, for a total of 10 points.)

(1)
(2)
(3)
(4)
(5)

3. a. Identify the four stages of group development. (To verify, see Element 3. Score 2 points for each stage, for a total of 8 points.)

(1)
(2)
(3)
(4)

b. List two characteristic member behaviors for each of the stages named above. (To verify, see Element 3. Score 2 points for each behavior, for a total of 16 points.)
(1) (a)
(b)
(2) (a)
(b)
(3) (a)
(b)
(4) (a)
(b)

4. a. Explain the differences between feedback and confrontation. (To verify, see Element 4. Score 2 points.)

b. List five leader interventions in which a leader "blocks" member statements. (To verify, see Element 4. Score 2 points for each intervention, for a total of 10 points.)
(1)
(2)
(3)
(4)
(5)

c. List four leadership functions. (To verify, see Element 4. Score 2 points for each function, for a total of 8 points.)
(1)
(2)
(3)
(4)

5. a. Explain the difference between group-building roles and individual roles. (To verify, see Element 5. Score 4 points.)

b. List four group task roles. (To verify, see Element 5. Score 2 points for each role, for a total of 8 points.)
(1)
(2)
(3)
(4)

c. List four group-building roles. (To verify, see Element 5. Score 2 points for each role, for a total of 8 points.)
(1)
(2)
(3)
(4)

6. a. Define antigroup roles. (To verify, see Element 6. Score 4 points.)

b. List three antigroup roles. (To verify, see Element 6. Score 2 points for each role, for a total of 6 points.)
(1)
(2)
(3)

c. List three leader behaviors that are appropriate when problem members disrupt a group. (To verify, see Element 6. Score 2 points for each behavior, for a total of 6 points.)
(1)
(2)
(3)

7. a. Identify five types of questions that an occupational specialist can ask to facilitate group discussion. (To verify, see Element 7. Score 2 points for each type, for a total of 10 points.)
(1)
(2)
(3)
(4)
(5)

b. List five exercises a group leader might use with a group. Explain the purpose of each exercise. (To verify, see Element 7. Score 4 points for each explained exercise, for a total of 20 points.)
(1)
(2)
(3)
(4)
(5)

8. a. List two special formats that have been developed for use with vocational groups. (To verify, see Element 8. Score 1 point for each format, for a total of 2 points.)
(1)
(2)

b. List four considerations to note when working with handicapped students in a group setting. (To verify, see Element 8. Score 2 points for each consideration, for a total of 8 points.)
(1)
(2)
(3)
(4)

9. a. List two advantages and two disadvantages in using a coleadership model for vocational groups. (To verify, see Element 9. Score 2 points for each advantage or disadvantage, for a total of 8 points.)
(1)
(2)
(3)
(4)

b. What are the six steps that are necessary in establishing an effective coleadership relationship? (To verify, see Element 9. Score 2 points for each step, for a total of 12 points.)
(1)
(2)
(3)
(4)
(5)
(6)

10. a. Define ethical standards. (To verify, see Element 10. Score 5 points.)

b. Provide five examples of ethical standards that have been developed for group leaders. (To verify, see Element 10. Score 3 points for each standard, for a total of 15 points.)
(1)
(2)
(3)
(4)
(5)

Total value of points = 200
If your score is below 175, you should consult your supervisor or repeat those elements in which you did not do well.

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Additional Sources for Group Counseling Materials*

Argus Communications
7440 Natchez Avenue
Niles, IL 60648

Feelin'
A discussion game based on recognition of feelings (grades 5–12)

Finding a Job You Feel Good About
A paperback and spirit master program that engages students in the process of self-evaluation (grades 7–12, college/adult)

If You Don't Know Where You're Going, You'll Probably End Up Somewhere Else
A paperback and spirit master program that helps students make choices and establish goals (grades 7–12, college/adult)

Making Sense of Our Lives
A six-unit program for self-expression and values clarification (grades 5–12)

Meeting Yourself Halfway
A book and spirit master program of 31 values clarification strategies (grades 7–12, college/adult)

Career Growth Associates, Inc.
600 Glendale Drive
Richmond, VA 23229

Career Motivation Program
A series of specific group activities to help individuals know themselves and their career world (high school/adult)

Changing Times Education Service
1729 H Street NW
Washington, DC 20006

Career Directions
Multimedia kits to stimulate training in decision making (grades 9–12)
Deciding on Your Career
Choosing the Kind of Job You Want
Entering the Job Market

*These reference materials are a sample of those listed in Group Counseling: A Developmental Approach by George M. Gazda, pages 189–193.

McKnight Publishing Company
Department 77, Box 2854
Bloomington, IL 61701

Exploring Career Decision Making

A multimedia program of 15 units to help individuals gain a better understanding of themselves and the world of work (adolescents/adults)

Winston Press
430 Oak Grove
Minneapolis, MN 55403

Deciding for Myself: A Values Clarification Series

Four sets of materials to give practice in making values choices (grade 6–adult)

Set A: Clarifying My Values
Set B: My Everyday Choices
Set C: Where Do I Stand?
Set D: Exploring Traditional Values